



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING




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December 10, 2010

MEMORANDUM

TO: Select MEGS Authorized Officials; Consolidated Application Main Contacts; and Title III, Part A, Program Contacts

FROM: Shereen Tabrizi, Ph.D., Manager 
Special Populations Unit, Office of Field Services

SUBJECT: Accurate Reporting of Title III Limited English Proficient and Title III Immigrant Students accurately in the Michigan Student Database System

The allocations for the Title III, Part A LEP grant and Title III, Part A, Immigrant Students grant are entirely data driven; therefore it is incumbent upon LEAs to accurately report children in order for allocations to be complete and accurate. Scrutiny of the 2009-10 data used for the 2010-11 allocations reveals significant issues that must be addressed by staff in the field responsible for reporting data. Please be sure to inform the individuals who are responsible for MSDS of the critical information listed below.

Prior to the 2009-10 school year, the count of immigrant students for the Title III, Part A, Immigrant Students grant was submitted on paper. Beginning with the 2009-10 school year, the count of immigrant students was taken from the Michigan Student Database System (MSDS). Unfortunately, the switch from a paper count to the MSDS resulted in a significant number of immigrant students **not** being counted, and a loss of funding to districts that failed to accurately report students in the MSDS. For the 2008-09 school year, the count of immigrant students was 13,971. In 2009-10 the count fell to 7,620; a decrease of 45%.

Some Local Educational Agencies (LEAs) have noted changes in the final count of Limited English Proficient (LEP) eligible children from the number used to calculate the *preliminary* allocations posted on the department website in August 2010. Several factors contributed to the change in counts on which the final allocations were based:

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- Significant data entry issues by the LEAs. These include:
 - The failure of agencies to indicate a **first** Exit Date when a child enters the LEP program for a **second** time
 - Missing data from child records required for LEP classification (e.g., Residency Status)
 - Child records in which the Resident School District Code differs from the ELPA Testing District Code
- For the first time, the final LEP count used for allocations included **only** children who were flagged LEP in the Michigan Student Database System (MSDS) **and** who had an ELPA Screener or ELPA Spring Test record submitted to the Office of Educational Assessment and Accountability (OEAA). A substantial number of children were designated LEP in the MSDS but were not tested, and another group was tested but not designated LEP in the MSDS.
- The Center for Educational Performance and Information (CEPI) experienced technical difficulties in the aggregation of LEP data when transitioning from the Single Record Student Database (SRSD) to the MSDS.

The Office of Field Services will continue to work with CEPI to assist agencies in entering complete and accurate student data.

We appreciate your assistance with these data collection requirements. Collection of consistent and accurate data is required by the Federal Title III grant law, regulation and guidance. With increased levels of reporting and transparency that the administration and congress are demanding, discrepancies between reports are easily detected and questioned by the federal Title III offices. Using MSDS for fund allocations, testing and final reporting allows us to represent this program consistently and accurately, if the data you submit is also accurate. Thanks again for your attention to these details.

Please direct Title III program questions to the Field Services consultant for your area or to Oralia Cooper, Title III Consultant, at (517) 373-6066. Questions regarding Title III allocations should be directed to William Rowan at (517) 373-2693. Thank you.